

Baton Rouge Community College

Academic Affairs Master Syllabus

Date Approved or Revised: July 23, 2008

Course Name: Major American Writers

Course Number: ENGL 221

Lecture Hrs. 3

Lab Hrs. 0

Credit Hrs. 3

Course Description: Includes study of prose and poetry by major writers of American literature. Emphasizes the development of appreciation. Emphasis varies by section.

Prerequisites: ENGL 102 with a minimum grade of “C” or better

Co-requisites: None

Suggested Enrollment Cap: 24

Learning Outcomes: Upon successful completion of this course, the student will be able to:

- Recognize the value and place of American literature in history and of its relationship to culture and identity;
- Explicate the literal and figurative meaning of passages;
- Identify larger themes, structures, and patterns of a literary work as a whole;
- Paraphrase passages accurately; and
- Apply writing skills learned in college composition to write critically about literature.

General Education Learning Outcomes: This course supports the development of competency in the following areas. Students will:

- Think critically, collect evidence (statistics, examples, testimony) and make decisions based on the evidence, comprehend and analyze texts, and solve problems using methods of critical and scientific inquiry;
- Communicate effectively using standard written English;
- Examine and identify cultural, ethnic, and gender diversity;
- Appraise the quality, value, and significance of cultural artifacts in their historical context; and
- Apply core values in making ethical, personal, social, and professional decisions.

Assessment Measures:

- Instructor-designed tests, quizzes, and/or written assignments; and
- Instructor-created essay assignments graded with a departmental rubric

Information to be included on the Instructors' Course Syllabi:

- **Disability Statement:** Baton Rouge Community College seeks to meet the needs of its students in many ways. See the Office of Disability Services to receive suggestions for disability statements that should be included in each syllabus.
- **Grading:** The College grading policy should be included in the course syllabus. Any special practices should also go here. This should include the instructor's and/or the department's policy for make-up work. For example in a speech course, "Speeches not given on due date will receive no grade higher than a sixty" or "Make-up work will not be accepted after the last day of class."
- **Attendance Policy:** Include the overall attendance policy of the college. Instructors may want to add additional information in individual syllabi to meet the needs of their courses.
- **General Policies:** Instructors' policy on the use of things such as beepers and cell phones and/or hand held programmable calculators should be covered in this section.
- **Cheating and Plagiarism:** This must be included in all syllabi and should include the penalties for incidents in a given class. Students should have a clear idea of what constitutes cheating in a given course.
- **Safety Concerns:** In some programs this may be a major issue. For example, "No student will be allowed in the safety lab without safety glasses." General statements such as, "Items that may be harmful to one's self or others should not be brought to class."
- **Library/ Learning Resources:** Since the development of the total person is part of our mission, assignments in the library and/or the Learning Resources Center should be included to assist students in enhancing skills and in using resources. Students should be encouraged to use the library for reading enjoyment as part of lifelong learning.

Expanded Course Outline:

- I. Minimum number of words students should write:
4500 words (including essays, tests, quizzes, and journals)
- II Fiction, Poetry and Drama
 - A. Representation of complete timeline
 - B. Mixture of genres
- III. Readings vary by instructor but may include selections from these suggested authors:
 - A. Pima Stories of the Beginning of the World: "The Story of Creation"
 - B. William Bradford: Of Plymouth Plantation, Book II, Chapter XII.
 - C. Anne Bradstreet: selected poems
 - D. Mary Rowlandson: selections from A Narrative of the Captivity and Restoration

of Mrs. Mary Rowlandson

- E. Jonathan Edwards: "Sinners in the Hands of an Angry God"
- F. Benjamin Franklin: selections from The Autobiography
- G. Hector St. John de Crevecoeur: "Letter III. What Is an American?"
- H. Thomas Paine: Common Sense
- I. Phillis Wheatley: selected poems
- J. Washington Irving: selected prose
- K. Ralph Waldo Emerson: "The American Scholar", "Self-Reliance," and selected poetry
- L. Nathaniel Hawthorne: The Scarlet Letter or selected stories
- M. Edgar Allan Poe: "The Raven," "Annabel Lee," "The Fall of the House of Usher," "The Tell-Tale Heart," and selected texts
- N. Margaret Fuller: "The Great Lawsuit Man versus Men. Woman versus Women," "Four Kinds of Equality," "The Great Radical Dualism"
- O. Harriet Beecher Stowe: selections from Uncle Tom's Cabin
- P. Harriet Jacobs: selections from Incidents in the Life of a Slave Girl
- Q. Henry David Thoreau: selections from Walden, or Life in the Woods
- R. Frederick Douglass, selections from Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself
- S. Walt Whitman: selections from Leaves of Grass
- T. Herman Melville: "Bartleby, the Scrivener" and selected prose
- U. Emily Dickinson: selected poems
- V. Mark Twain: Adventures of Huckleberry Finn
- W. Cochise: "I am alone"
- X. Henry James: "The Beast in the Jungle," The Turn of the Screw
- Y. Sarah Orne Jewett: "A White Heron"
- Z. Kate Chopin: "The Storm," "Desiree's Baby" and selected prose
- AA. Charlotte Perkins Gilman: "The Yellow Wallpaper"
- BB. Edith Wharton: selections from The Age of Innocence or The House of Mirth
- CC. W.E.B. Du Bois: selections from The Souls of Black Folk
- DD. Stephen Crane: "The Open Boat"
- EE. Chippewa Songs: selections
- FF. Willa Cather: O, Pioneers! or My Antonia
- GG. Robert Frost: selected poems
- HH. Susan Glaspell: Trifles
- II. T. S. Eliot: selected poems
- JJ. Zora Neale Hurston: "How It Feels to Be Colored Me"
- KK. F. Scott Fitzgerald: The Great Gatsby
- LL. William Faulkner: "A Rose for Emily," "Barn Burning," and As I Lay Dying
- MM. Ernest Hemingway: "The Snows of Kilimanjaro," The Sun Also Rises and selected texts
- NN. Langston Hughes: selected poems
- OO. John Steinbeck: selections from The Grapes of Wrath and other texts
- PP. Richard Wright: "The Man Who Was Almost a Man"
- QQ. Eudora Welty: "The Worn Path"
- RR. Tennessee Williams: A Streetcar Named Desire and other texts
- SS. Ralph Ellison: Invisible Man
- TT. Grace Paley: "A Conversation with My Father"
- UU. James Baldwin: "Going to Meet the Man" and other selected texts

VV. Flannery O'Connor: "Good Country People" and other selected texts
WW. Toni Morrison: The Bluest Eye, Sula, Song of Solomon, Beloved
XX. Maxine Hong Kingston: "No Name Woman"
YY. Alice Walker: "Everyday Use" and selected texts
ZZ. Maya Angelou: selected prose and poetry
AAA. Leslie Marmon Silko: "Lullaby"
BBB. Sandra Cisneros: The House on Mango Street
CCC. Robert Penn Warren: selected poems
DDD. Elizabeth Bishop: selected poems
EEE. Gwendolyn Brooks: selected poems
FFF. Denise Levertov: selected poems
GGG. Allen Ginsberg: Howl
HHH. Adrienne Rich: selected poems
III. Sylvia Plath: selected poems
JJJ. Anne Sexton: selected poems
KKK. Audre Lord: selected poems
LLL. Amiri Baraka: selected poems
MMM. Simon Ortiz: selected poems
NNN. Rita Dove: selected poems
OOO. Amy Tan: selections from The Joy Luck Club